

Education



Statement of Request for Results

Team Members

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Priority Statement

Foster an environment for lifelong learning which encompasses cradle to career and beyond through shared services and community involvement.

Summary of Priority

The Education Priority Team developed a strategy map to address the factors that affect education over the course of an individual's lifetime. Learning begins before the child enters formal learning programs and continues through post-secondary education and other adult learning opportunities. In order to develop successful students and to support a productive and educated citizenry, our City government, families, and the community-at-large must commit resources, financial and otherwise, to support education from pre-school through adulthood. To address the priority statement, the team created a map around three primary factors: Early Learning/School Readiness, Support of K-12 Educational Programs, and Adult Learning.

Early Learning/School Readiness

We are committed to success for all the children of Roanoke. In order to prepare students for success in learning, it is important to establish a firm foundation during the pre-school years. The support of a stable home life with parents or guardians who have knowledge and skills that enable them to raise healthy, inquisitive children is one part of that foundation. An adequate supply

of quality, affordable daycare and early learning programs is another essential part of the foundation. The outcomes that will result in addressing this causal factor include:

1. Children ready for school/formal learning

It is crucial that the Federal Government, the Commonwealth, and the local community support early childhood education programs serving preschool-age children so that they may attain the fundamental knowledge and skills necessary for optimal development in formal schooling and beyond. It is essential that preschool-age children have the instruction, experiences, and environment needed in order to continue learning in more structured settings. It is important that departments work with community organizations to provide the necessary framework for children to succeed.

2. Families and community value and support learning

Families and members of the community will be exposed to various educational programs that support their children's early learning experiences. Local government will partner with the community to offer experiences for parents and guardians to gain a clear knowledge of their role in their children's preparedness for formal learning. These programs will help families and communities nurture and teach children to be open to and interested in learning.

Support of K-12 Educational Programs

K-12 educational programs, such as the City's public schools, private schools, and home-schooled efforts seek to provide formally structured learning designed to give students the tools they will need to be successful in the next stage of their lives following graduation. The support of their families is just as important during these challenging years as students transition from childhood to young adulthood. Also, there are programs offered by other City departments, outside organizations, and the community in general that can supply additional training and mentoring for our young people. All of these groups working together can prepare our students to succeed. The outcomes that will result in successfully addressing this causal factor include:

1. Successful students

We have high expectations for all students, and we are invested in their success. Successful students graduate with content knowledge, technical skills, and habits of mind that allow them to move to the post-secondary option of their choice, regardless of their income, ethnicity, disability, or other challenges. The mission of Roanoke City Public Schools' K-12 educational programs is to graduate students who are prepared for life in a rapidly changing world. We expect that other formal education programs have similar goals. Fully state accredited public schools where students meet federal guidelines provide excellent learning opportunities. Schools must be safe places where all students are engaged and challenged by state-of-the-art learning experiences. These state-of-the-art learning experiences are delivered through programs, activities, and opportunities for students

that will include advanced academic programs, experiences in the arts, enriching co-curricular and athletic activities, and strong career and technical education programs.

2. Families and community value and support learning

Families and community entities that value K-12 educational learning will be actively engaged in all aspects of the student's education. Programs that strengthen and encourage a family's ability and desire to support their child's learning will result in the child's educational success and greater interest in formal schooling. A range of programs and opportunities will be needed to support the unique needs of a diverse population.

Adult Learning

Learning does not stop after K-12 education. Community colleges, four-year colleges and universities, technical schools and certification programs provide another level of academics and training that can further develop an educated citizenry and a better-prepared workforce to support our Valley's current businesses and serve as an incentive to entice new ones to our area. City departments, outside organizations, regional and state entities, and the community can provide resources to support formal learning as well as offer opportunities for personal growth and lifelong learning in areas of interest. Adult learners also require family support as they balance the demands of family, employment, and financial commitment in order to obtain an advanced degree, a certification or license to increase or improve job skills, or simply to enhance personal learning. The outcomes that support this causal factor include:

1. A productive and educated citizenry

It is essential that the citizens of Roanoke be provided with the opportunities necessary to be productive members of the community. Productive citizens increase the livability of a community through regular employment and committed volunteerism. An educated citizenry will provide the basis needed for the community to be productive. Key to this outcome is opportunities for obtaining the needed degrees, diplomas, certificates and licenses required for a productive work force.

2. A skilled workforce

Workforce development programs and initiatives enhance the economic well-being of the area by improving the skills and abilities of citizens and employees. By leveraging training resources and opportunities, the skills of the Valley's workers are improved; therefore, allowing industries to grow and attracting other businesses to the area. Other products of a skilled workforce include increased competitiveness and employee retention in the region.

3. Lifelong learning opportunities

Lifelong learning refers to a vision that one has for constant personal growth and enrichment. Learning opportunities should be available to all adults in our community on an ongoing basis. Lifelong learning means that people

have opportunities for individual learning pathways, suitable to their needs and interests. Lifelong learning encompasses structured learning such as classes and training as well as cultural activities, hobbies, and opportunities for fun new leisure activities.

4. Families and community value and support learning

Key to this outcome are community and family support of programs and resources which foster an environment for adults to obtain degrees and certificates, expand upon their job skills, or just to continue their personal learning. A range of programs and opportunities will be needed to support the unique needs of a diverse population. An educated citizenry is better able to support family and community.

Indicators

Indicator 1: Phonological Awareness Literacy Screenings (PALS) scores

Measure 1: Increase in % of children who meet PALS benchmarks

Definition: Early literacy screening is the key to providing effective literacy instruction and preventing future reading difficulties. The Phonological Awareness Literacy Screening (PALS) is a state-approved screening and diagnostic tool for measuring young children's knowledge of important literacy fundamentals that predict future reading success. The tool identifies students who are below grade-level expectations in certain areas and may require additional reading instruction.

PALS consists of three instruments, PALS-PreK (for preschool students), PALS-K (for kindergartners) and PALS 1-3 (for students in Grades 1-3) and involves untimed and developmentally appropriate tasks for students at each grade level. The PALS instrument enables educators to identify struggling readers and, based on information from the screening, to plan appropriate instruction to meet the individual student's needs. All students not meeting the benchmark score for their grade level receive additional reading services beyond the regular classroom instruction.

Information regarding PALS benchmarks may be obtained through the Roanoke City Public Schools, Office of Research, Testing and Evaluation.

Indicator 2: Schools meet State & federal standards (Accreditation & Federal AMO)

Measure 1: All schools are accredited by the State

Definition: The Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) are designed to ensure that an effective educational program is established and maintained in each of Virginia's public schools. These standards provide an essential foundation for K-12 educational programs for all students, encourage continuous evaluation and improvement for the purpose of

raising student achievement and establish a means of determining school effectiveness. The Commonwealth sets rigorous academic standards, known as the Standards of Learning (SOL), and measures achievement through annual SOL tests and alternative and alternate assessments in English, mathematics, science, and history/social science.

A school's accreditation rating reflects overall student achievement on the annual SOL tests. Schools in compliance with the regulated standards and in which students meet or exceed the benchmarks set by the state for the SOL tests are rated as Fully Accredited. "All schools will achieve and maintain accreditation based on Virginia's Standards of Learning (SOL) tests" is identified as a performance measurement by the Roanoke City Public Schools in its strategic plan.

Information regarding each school's accreditation may be obtained through the Roanoke City Public Schools' Office of Research, Testing and Evaluation or on the Virginia Department of Education website:

http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml

Measure 2: All schools meet Federal Annual Measurable Objectives (FAMO)

Definition: The No Child Left Behind (NCLB) federal legislation requires states to set annual measurable objectives of proficiency in reading and mathematics, participation in testing, and graduation. These objectives are in addition to the high standards for learning and achievement required under Virginia's Standards of Learning (SOL) program. Schools that meet federal accountability under the federal education law are considered to have met annual measurable objectives by improving proficiency of all students in reading, mathematics and (for high schools) graduation. All measures include nine different subgroups of students defined by the federal guidelines.

NCLB requires annual testing in grades 3 – 8 and at least once in high school to measure student progress in reading and mathematics. For an elementary or middle school in Virginia to meet federal accountability, it must meet or exceed 36 benchmarks required by NCLB for participation in statewide testing and achievement in reading and mathematics. For a Virginia high school to meet federal accountability, it must meet or exceed 45 benchmarks required by legislation for participation in testing, achievement in reading and mathematics, and graduation. An improvement plan is required when a school does not meet all federal annual measurable objectives.

Information regarding a school's progress toward making and sustaining these objectives may be obtained through the Roanoke City Public Schools' Office of Research, Testing and Evaluation or on the Virginia Department of Education website:

http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml

Indicator 3: Graduation rates

Measure 1: Increase in graduation rates

Definition: While Virginia recognizes three slightly different calculations to report cohort graduation rate (On-Time Graduation Rate – OGR, Federal Graduation Indicator – FGI, and Graduation Completion Index – GCI), the Virginia On-Time Graduation Rate is the Commonwealth’s official graduation rate. It is based on four years of longitudinal student-level data in Virginia’s Educational Information Management System. On-time graduates are graduates who earn diplomas within four years of the first time they entered the ninth grade. The Virginia On-Time Graduation Rate takes into consideration student mobility, changes in student enrollment, policy and instructional practices such as ninth-grade retention. The new formula also recognizes that some students with disabilities and limited English proficient (LEP) students are allowed more than the standard four years to earn a diploma and are still counted as 'on-time' graduates. The Virginia On-Time Graduation Rate is reported annually for schools and school divisions.

Information regarding the annual graduation rate in Roanoke City Public Schools may be obtained through the Roanoke City Public Schools’ Office of Research, Testing and Evaluation or on the Virginia Department of Education website:

http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

Indicator 4: Student learning opportunities

Measure 1: Increase in number of participants in advanced academic programs (Advanced Placement or college dual enrollment classes), arts programs, career and technical education classes, and co-curricular clubs and athletic teams.

Definition: A well-rounded curriculum assists students to develop skills in critical thinking, creativity, research, and use of technology. An excellent educational program provides students with opportunities for arts and athletics. Rigorous academic and technical programs challenge students and support them as they strive to earn advanced diplomas and technical and industry certifications. A variety of learning opportunities and experiences are required to meet the needs of a diverse student population.

Indicator 5: Adult learning opportunities

Measure 1: Increase in number of participants in adult learning programs

Definition: Lifelong learning is the lifelong, voluntary and self-motivated pursuit of knowledge and a holistic approach to learning that includes, but extends beyond, what occurs in the classroom. It is a philosophy that involves the development of knowledge, skills and values throughout all stages of a person’s life – from early childhood through adulthood. It also recognizes that learning is not just an intellectual process, but one that permeates all aspects of an individual’s life, including their role in the community, performance in the workplace, personal development, and physical well-being.

Lifelong learning may involve the development of knowledge and skills such as literacy, critical thinking, computer training, managerial training, workforce development, apprenticeships, service to others, social and interpersonal skills, an appreciation for diversity, personal development, creativity, reading, art, music, sports and recreation, educational travel, nature, handicrafts, etc. A community of lifelong learners is an educated community, committed to active citizenship, continued growth and intellectual stimulation, and more fulfilling and enriched lives.

Measure 2: The number of participants who are involved in programs that support post-secondary education

Definition: College and career readiness is an essential measure of educational excellence at the K-12 level. In an increasingly competitive, diverse and technology-driven world, simply earning a high school diploma alone is not enough. Too often, high school students graduate to find out that what they learned in high school has not truly prepared them for college courses or careers. It is the goal of the City of Roanoke to collaborate with Roanoke City Public Schools and the community to prepare graduates for life after high school and to support the pursuit of post-secondary educational opportunities.

It is equally important that programs in the community provide access to basic, advanced and continuing education, literacy instruction and workforce development for adults. The National Advisory Council on Continuing Education reports that over twenty-three million adults participate in continuing education annually. The community's commitment to post-secondary learning and continuing education for our adults is crucial to the City's economy. As a result, the City desires to improve continuing education to retain a more skilled and educated workforce, to forge opportunities for adult skills improvement and career advancement, and to ultimately enhance the quality of life of our citizens.

Purchasing Strategies

Our team will purchase offers that:

1. Address multiple causal factors and/or outcomes
2. Offer collaborative solutions where appropriate
3. Develop and strengthen relationships between students and their families and the community
4. Exhibit data driven decision making using internal and external data
5. Demonstrate success based on research, proven results, and accountability
6. Impact the greatest needs by utilizing resources in creative and cost-effective ways
7. Meet or exceed previous years' results
8. Align with the strategic focus areas of the Roanoke City Public Schools, when appropriate.

Statement of Request for Results

We are seeking offers that best deliver results from educational programs and services that foster an environment for lifelong learning – cradle to college and beyond - through shared services and community involvement. The City of Roanoke has a long-standing commitment to education and is stepping up to the challenge of providing performance-based educational programs and learning opportunities for our citizens. The City plays an important role in conducting not only its own educational activities and programs but also in supporting the strategic focus areas of the Roanoke City Public Schools and other educational entities. In addition to providing funds for Roanoke City Public Schools, the City of Roanoke budget allocates funds to support education through other programs or activities. We are seeking offers that produce a variety of sustainable and results-oriented early learning and school readiness programs, programs that support the priorities identified for K-12 educational programs, and post-secondary and lifelong learning opportunities.

Special consideration may be given to offers that promote partnerships and collaboration and innovations that leverage existing resources and information.

(Early Learning/School Readiness) - We are seeking offers that promote and enhance early learning and school readiness.

Specifically offers that:

- Support affordable, high quality early childhood programs.
- Provide learning programs for pre-school aged children.
- Increase enrollment of at-risk four year olds in the Virginia Pre-School Initiative.
- Offer professional development for child care providers.
- Provide parent education and family support programs from birth to school entry.
- Establish programs that create positive relationships between children and adults.
- Develop and strengthen relationships with families and guardians.
- Support programs that train and mentor family members to support healthy child development.

(Support of K-12 Educational Programs) – We are seeking offers that support K-12 educational programs.

Specifically offers that:

- Strengthen reading at grade level by the third grade.
- Provide affordable before- and/or after-school programs for school aged children and adolescents that provide increased learning time.
- Provide summer educational programs for school aged children and adolescents.

- Assist school-aged children and adolescents in the use of technology/computers to develop knowledge and skills in such areas as reading, writing, mathematics, research, foreign languages, critical thinking and creativity.
- Offer multiple pathways for students to earn high school diplomas.
- Create programs which serve the needs of over-aged, under-credited students who are not on track to graduate.
- Assist with preparing students for college/career success.
- Provide for the unique learning challenges of special populations, including students with limited English proficiency, students with special needs, and/or low-performing students.
- Support the increase of graduates with advanced diplomas and technical and industry certifications.
- Support programs that train and mentor family members to support student learning.
- Create programs that address behavior and conduct.
- Provide or support programs to prevent truancy and reduce bullying and harassment.
- Provide students with opportunities to participate in enhanced arts, athletics, recreational, and other learning activities.
- Produce programs that create positive relationships between children and adults.
- Provide family access to transportation for educational opportunities.
- Address barriers to student achievement.
- Develop and strengthen relationships with families and guardians.
- Collaborate with businesses, non-profit organizations, and community and faith-based organizations to provide better prepared students.
- Provide opportunities and internships for students in career and technical fields.
- Establish programs to encourage a spirit of volunteerism and community service in our students.

(Adult Learning) – We are seeking offers that support college and career readiness, post-secondary education and lifelong learning opportunities.

Specifically offers that:

- Develop partnerships with community colleges and community educational programs that support post-secondary education.
- Enhance employment opportunities and training to improve job skills and readiness.
- Provide career and technical education and continuing education opportunities for young adults and adults.
- Advance the opportunities for family members to participate in literacy programs, including programs for limited English proficiency.
- Assist adults in the use of current technology, including computers.
- Enhance family awareness of, access to, and use of a range of services that support education.
- Support programs that train and mentor family members to support lifelong learning.

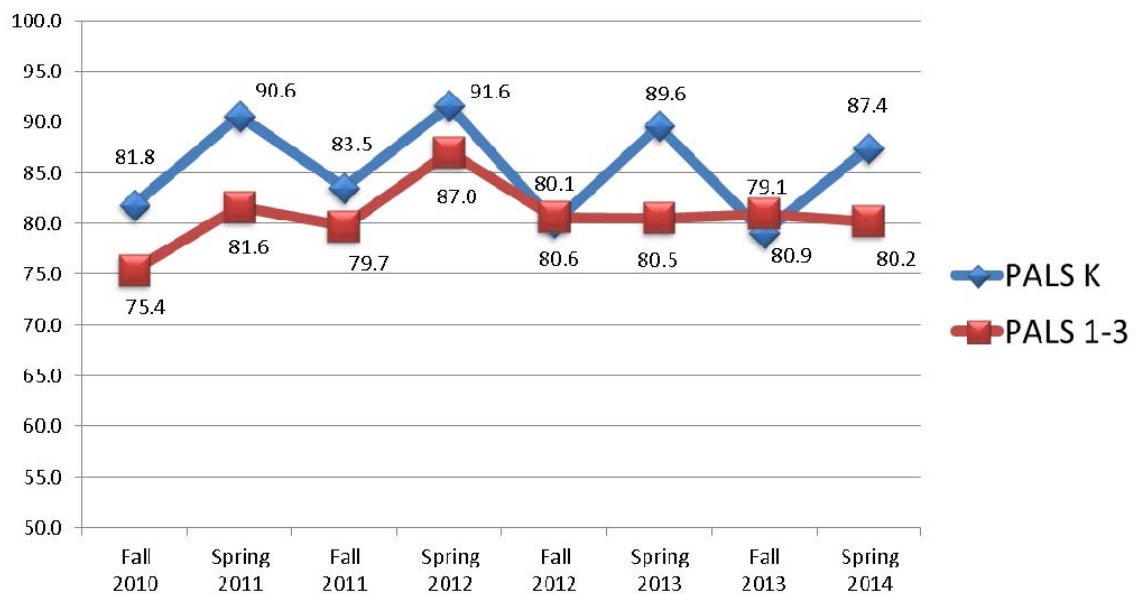
- Provide lifelong learning opportunities that enhance intellectual, physical, social, and emotional development.
- Develop and strengthen relationships with families and guardians.
- Support programs that are responsive to workforce needs in the community.
- Establish programs to encourage a spirit of volunteerism and community service in our citizens.

EDUCATION

1. Phonological Awareness Literacy Screenings (PALS) Scores

MEASURE 1:

Increase in % of children who meet PALS benchmarks.



Comments:

The data in the table shows the percentage of students who are “ready to read” as measured by the PALS assessment given in the fall and again in the spring. Roanoke City Public Schools adopted a new English series that directly supports the PALS benchmark standards, as well as the Virginia SOLs for reading.

2. Schools meet State & Federal Standards (Accreditation & Federal Annual Measurable Objectives)

MEASURE 1:

All schools are accredited by the State.

The 2013-14 data reflects that 13 schools earned full accreditation and 11 schools are accredited with warning (Garden City, Hurt Park, Lincoln Terrace, Morningside, Roanoke Academy, Round Hill, Westside, Lucy Addison, James Breckinridge, Stonewall Jackson, and Woodrow Wilson).

Comments:

During the 2012-2013 school year, Virginia implemented new standards and more rigorous SOL assessments in the area of English. When new standards are implemented a phenomenon called an “implementation gulch” occurs in which test scores tend to dip the first year. This “implementation gulch” was experienced in schools across the Commonwealth during the 2012-2013 school year. The new writing tests were administered on-line and the division was able to show that students who did have home access to computers did well while other students without home access did not.

In December 2013, Roanoke City Public Schools provided laptop computers to fifth graders at the seven elementary schools that were accredited with warning. The purpose was for students to gain greater familiarity and ease with technology and computer systems to address the “implementation gulch” that was experienced with the English standards. Five of the seven participating schools made significant progress in either reading and/or mathematics. For the 2014-2015 school year the fifth grade laptop program will continue for the same seven elementary schools, even though the fifth grade writing portion of the Standards of Learning assessment has been removed by the Virginia Department of Education.

For the 2013-2014 school year, the eighth grade writing scores indicate, just as with 5th grade students, that students who did have home access to computers did well, while students without home access did not. For the 2014-2015 school year the SOL writing assessment will continue. All eighth grade students will receive laptop computers to address the “implementation gulch” that was experienced in English, specifically in the area of writing. The purpose is for students to gain greater familiarity and ease with technology and computer systems. The laptop computers will be used by students for all courses. The 21st Century Community Learning afterschool programs will focus on keyboarding instruction to assist students with typing skills to support the 8th grade writing SOL assessment. These strategies will yield performance results that will make this school year “Our Best Year Ever!”

For the 2014-2015 school year, a new English textbook series was adopted at both the elementary and secondary levels. The textbooks are aligned with the English Standards of Learning and provide teachers and students with a variety of materials, reading and writing selections, and technology experiences. All English teachers will be provided with on-going professional development throughout the school year to assist and support planning and implementation of instruction.

MEASURE 2:

All schools meet Federal Annual Measurable Objectives (FAMO).

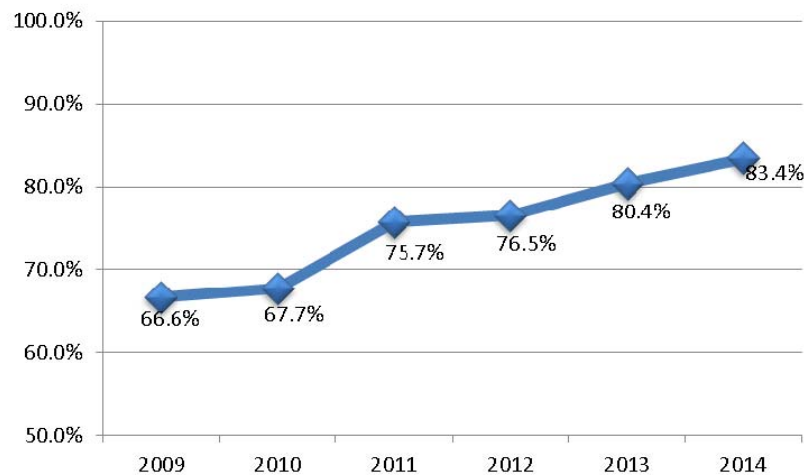
Prior to August 2012, this designation was referred to as making “Adequate Yearly Progress (AYP)”. After August 2012, the federal guidelines were modified by the approval of state-requested waivers (effective until such time as the NCLB legislation is reauthorized) to include 36 to 45 indicators depending on the number of subgroups in the school and the level, with high schools having accountability for federal graduation indicators for all subgroups. Twelve of 24 schools met all of their Federal Annual Measurable Objectives. The twelve schools not meeting Federal AMOs include Garden City, Hurt Park, Lincoln Terrace, Morningside, Roanoke Academy, Westside, James Breckinridge, Stonewall Jackson, James Madison, Woodrow Wilson, Patrick Henry High School, and William Fleming High School.

Comments:

The number of schools that met all Federal AMOs increased from ten schools in 2012-2013 to twelve schools in 2013-2014. RCPS continues to have high expectations for all students, with closing the achievement gap remaining a top priority. All schools continue to monitor and analyze student performance data based on the Federal Annual Measurable Objectives to ensure that the individual learning needs of students are being addressed and met. Student quiz, test, and benchmark data, along with nine week grades, are used to measure student progress. Students at all levels receive additional instruction and support through small group instruction, tutoring, and 21st Century Community Learning after school programs to address areas of identified weakness. Each student has an individual learning plan that is used to monitor their progress. These initiatives all support the division’s goal of meeting all Federal Annual Measurable Objectives for the 2014-2015 school year.

3. Graduation Rates

MEASURE 1: Increase in graduation rates.



Comments:

The on-time graduation rate has been steadily increasing. The focus will be to closely monitor the progress of each student to ensure that the graduation rate continues to increase for the 2014-2015 school year.

4. Student Learning Opportunities

MEASURE 1: Increase in number of participants in advanced academic programs (Advanced Placement or college dual enrollment classes), arts programs, career and technical education classes, and co-curricular clubs and athletic teams.

	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>
Advanced Placement	788	815	719
Dual Enrollment	202	168	468 *
Arts Programs	3,260	4,356	4,936
Career and Technical	4,345	4,184	4,409
Co-curricular Non-Athletic	2,105	2,605	2,437
Athletics	2,081	2,596	2,598

Comments:

The numbers for Advanced Placement, Arts Programs, and Career and Technical represent the total number of student assignments to those classes. The numbers for Dual Enrollment represent the number of individual students who participated in Dual Enrollment courses. Co-curricular Non-Athletic refers to the actual number of students who participate in school clubs and other non-athletic school activities. Athletics numbers represent the aggregate total of all athletic rosters.

* During the 2012-13 school year, some students reported difficulty paying the cost of Dual Enrollment courses. Virginia Western Community College (VWCC) now offers these courses at no cost, effectively removing this barrier for our students. As anticipated, enrollment in dual enrollment courses was much higher for the 2013-2014 school year.

5. Adult Learning Opportunities

MEASURE 1:

Increase number of participants in adult learning programs.

<u>FY2011</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>
3,048	4,913	6,719	8,332

Comments:

These numbers only include participants in relevant Library classes. In FY2014, an additional 6,579 citizens also participated in Virginia Cooperative Extension ANR and FCS programs including Master Gardener Help Desk inquiries.

MEASURE 2:

The number of participants who are involved in programs that support post-secondary education.

	<u>FY2011</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>
Participants using the Library's Testing & Education Reference Center	50	140	N/A	N/A
Participants in the Library's Mango Language classes, Universal Classes, Atomic participants, and Other participants	---	---	2,746	2,749
# of City students receiving scholarships from VWCC	---	3	0	6
# of City students participating in Community College Access Program (CCAP) through VWCC	---	65	43	105
# of City residents taking courses through the Roanoke Higher Education Center	---	568	572	559

Comments:

The main reason for the increase in the number of CCAP students is that the Roanoke City high schools were very proactive in getting students to apply. Many school personnel went above and beyond to assist students in completing the CCAP application, assisted students in completing the FAFSA, and followed up with students who needed to submit additional documentation, etc. This extra push made a big difference in the number of students who participated in the program.

EDUCATION			
DEPARTMENT	OFFER	RANK	OFFER TOTAL
Roanoke City Schools	Roanoke City Public Schools	1	\$77,794,000
Libraries	Library Core Community Services	2	\$1,272,045
Libraries	Library Services to K-12	3	\$183,853
Libraries	Library Early Literacy Services	4	\$172,804
Libraries	Summer Reading Camp	6	\$20,832
City Manager's Office	Youth Services Initiative	7	\$25,000
Outside Agency	Taubman Museum		\$70,000
Outside Agency	Virginia Cooperative Extension		\$72,267
Outside Agency	VWCC - Scholarships		\$10,303
Outside Agency	Western VA Education Classic		\$3,600

Education

Offer Executive Summary

Offer: **Roanoke City Public Schools (RCPS)**
Dept: Director of Finance
Outcome: Successful students

Rank: 1
Factor: Support of K-12 Educational Programs
Existing

Executive Summary:

Provides support to Roanoke City Public Schools. Amount provided is determined through a funding formula.

Performance Measures:

Measure Title	FY 2016 Target	FY 2015 Target	FY 2014 Actual
	N/A	N/A	N/A

Seller/Owner: 9310 - TRANSFERS TO OTHER FUNDS

Offer: **Library Core Community Services**
Dept: Libraries
Outcome: A productive and educated citizenry

Rank: 2
Factor: Adult Learning
Existing

Executive Summary:

The citizens of the city of Roanoke request, expect, and depend on the core community services provided by the Roanoke Public Libraries. These essential services involve a wide range of facilities, technology, resources, and staff in multiple departments to meet the needs of children, adults, researchers, immigrants, readers, students, families, and professionals. Core library services covered in this offer include program planning, cataloging and processing of library materials, material distribution to the branches, and operational support for neighborhood library branches. The citizens of Roanoke rely on these comprehensive services to be better educated, to stay informed, and to continue their quest for lifelong learning.

Performance Measures:

Measure Title	FY 2016 Target	FY 2015 Target	FY 2014 Actual
Circulation per capita percentage	7%	7%	9.75%
Number of items the library loans and borrows (inter-library loans)to provide citizens better access to information and materials	2,000	2,000	1,711

Seller/Owner: 7310 - Libraries

Education

Offer Executive Summary

Offer: **Library Services to K-12**
 Dept: Libraries
 Outcome: Successful students

Rank: 3
 Factor: Support of K-12 Educational Programs
 Existing

Executive Summary:

The Library offers a diverse collection of materials and programs and engaged and trained staff to support children's learning and literacy. Students come to the Library seeking assistance with homework, academic enrichment and as a place to socialize with friends. The Library is now a co-applicant with the City Schools on five 21st Century Learning grants. This enables the library to reach many low-income students and provide afterschool support. A recent comment from a parent from a survey of a new Library Science Lab program series sums up our goals - "The Program increased excitement, enforced concepts learned in school and showed my children that learning can be fun !"

Performance Measures:

Measure Title	FY 2016 Target	FY 2015 Target	FY 2014 Actual
Number of children K-12 who participate in the Library's Programs	29,000	29,000	16,560
Number of educational programs offered for youth ages 0-17. Children's programs include storytimes, craft programs, puppet shows, author visits, Winter and Summer Reading Programs, programs for teen include technology, art and music programs.	1,700	1,200	2,373
Number of materials checked out for children birth to 17	120,000	75,000	116,452

Seller/Owner: 7310 - Libraries

Offer: **Library Early Literacy Services**
 Dept: Libraries
 Outcome: Children ready for school/formal learning

Rank: 4
 Factor: Early Learning/School Readiness
 Existing

Executive Summary:

In Fiscal Year 2014 the Library reached over 15,000, children under the age of 5 along with their parents or caretakers, for a 21% increase in Early Literacy Services. Promoting early literacy starts children on the path of a love of learning. Librarians and staff provide early literacy programs for children that incorporate teaching parents and caretakers ways to support the child's literacy and language development. Foundations for school readiness skills are another outcome of these programs. Partnership with outside agencies and the All-American City Star City Reads plan magnifies the ability of Library staff to reach more families. There is a great need in our community for early literacy programs. Currently, only 35% of Kindergartners entering school have the early literacy skills they need to succeed in school. The Library plays a critical role in offering services for young children and families to help to them be ready for school.

Performance Measures:

Measure Title	FY 2016 Target	FY 2015 Target	FY 2014 Actual
Number of children the library reaches when doing outreach to community partners	8,800	8,800	9,725
Number of early literacy programs offered for children birth-age 4	850	580	594
Number of training classes taught to community partners with children under 5.	50	50	52

Seller/Owner: 7310 - Libraries

Education

Offer Executive Summary

Offer: **Summer Reading Camp**
Dept: Libraries
Outcome: Successful students

Rank: 6
Factor: Support of K-12 Educational Programs
Existing

Executive Summary:

The Summer Reading Camp started in 2011 and over the past three summers the Library and City Schools have seen very successful outcomes. Over 80% of students who attended the camp maintained or increased their reading level over the summer break. This summer the camp was again part of the RCPS+ program and over 2,600 children attended in kindergarten through fifth grade. This 6-week program provided transportation, remedial instruction, breakfast, and lunch to students. Students at seven City elementary schools participated in the Library's Summer Reading Program and enjoyed over 400 literacy teacher workshops enrichment programs to support reading and computer literacy.

Performance Measures:

Measure Title	FY 2016 Target	FY 2015 Target	FY 2014 Actual
Library Summer Reading Program participants	2,600	2,000	5,003
Percentage of students who maintain or increase their reading skills	80%	80%	78.6%

Seller/Owner: 7310 - Libraries

Offer: **Youth Services Initiative**
Dept: City Manager
Outcome: Successful students

Rank: 7
Factor: Support of K-12 Educational Programs
Existing

Executive Summary:

The Youth Services Initiative supports the Roanoke Youth Services Mission and the efforts of various city departments who strive to meet that mission. The mission statement seeks for the city to act as "an advocate for the needs of all youth and their families with the objectives of positive youth development through planning, collaboration, coordination, and implementation of services." The mission also seeks for the city to serve "as the clearinghouse to identify duplication and gaps in services which adversely affect the quality of life" for youth in the city. The Youth Services Citizen Advisory Board brings together all of the services offered to youth by city departments and outside agencies to review those services, and ensure they are adequate for the growing needs of our young people from various cultural, ethnic, and socio-economic backgrounds. The board determines the programs' impact and provides a mechanism where youth and their families are connected to services.

Performance Measures:

Measure Title	FY 2016 Target	FY 2015 Target	FY 2014 Actual
Percent increase in attendance at Kids to Parks Day	10%	N/A	N/A
Percent increase in attendance at Melrose Fall Festival	10%	N/A	N/A
Percent increase of Roanoke City High School students, who are rising 8th through 12th graders, that attend the Youth Summit	10%	N/A	N/A

Seller/Owner: 1211 - City Manager

Education

Offer Executive Summary

Offer:	Taubman Museum	Rank:	
Dept:	City Manager	Factor:	Support of K-12 Educational Programs
Outcome:	Successful students		Existing

Executive Summary:

Provides funding for art education for Roanoke City Public Schools. This program provides the opportunity for students to engage with art, art history, build new skills, and stimulate the imagination through tours, camps and a career day.

Performance Measures:

Measure Title	FY 2016 Target	FY 2015 Target	FY 2014 Actual
Number of RCPS students participating in museum tours	625	N/A	N/A
Number of students participating in summer camps & 555-SSL Career Day.	215	N/A	N/A
Number of teachers participating in yrly professional development session.	30	N/A	N/A

Seller/Owner: 7220 - Affiliations & Contributions

Offer:	Virginia Cooperative Extension	Rank:	
Dept:	Libraries	Factor:	Adult Learning
Outcome:	Lifelong learning opportunities		Existing

Executive Summary:

Virginia Cooperative Extension (VCE), part of the national network of extension services celebrating their 100th anniversary this year, offers three concentrated program areas that are relevant for 21st living in Roanoke City: Agriculture and Natural Resources (ANR), Family and Consumer Sciences (FCS); and 4-H Youth Development. VCE in Roanoke is uniquely positioned to offer these program streams to City residents in a way that other local organizations cannot because they (1) access a national network of land-grant research universities to inform, ground and adapt best practices programs to local interests and needs; (2) engage VT faculty to train volunteers in core knowledge and skills competencies to deliver their respective programs; (3) conduct professionally designed evaluation and compare outcomes to statewide, regional and national benchmarks; and (4) mobilize assets to serve the greatest number of people at the lowest possible cost.

Performance Measures:

Measure Title	FY 2016 Target	FY 2015 Target	FY 2014 Actual
Percentage of enrolled 4-H youth will be from the City of Roanoke	50%	N/A	N/A
Percentage of FCS program participants will be City of Roanoke residents	50%	N/A	N/A
Percentage of known ANR program participants will be City of Roanoke residents	20%	N/A	N/A

Seller/Owner: 8210 - VA COOPERATIVE EXTENSION

Education

Offer Executive Summary

Offer: **VWCC - Scholarships**
Dept: City Manager
Outcome: A skilled workforce

Rank:
Factor: Adult Learning
Existing

Executive Summary:

The Va Western Community College Local Advisory Board asks for locality support once again for scholarship funding for worthy students from our local high schools. In addition to the request for continued scholarship funding, the College is requesting continued site development support for our new Science and Health Professions Building.

Performance Measures:

Measure Title	FY 2016 Target	FY 2015 Target	FY 2014 Actual
Number of City students who receive a scholarship	3	3	6

Seller/Owner: 7220 - Affiliations & Contributions

Offer: **Western VA Education Classic**
Dept: City Manager
Outcome: Successful students

Rank:
Factor: Support of K-12 Educational Programs
Existing

Executive Summary:

The Western Virginia Education Classic is a football game that helps supports Project Recovery. The purpose of Project Recovery is to locate students who have recently dropped out of school and, through counseling of dropouts and families, re-enroll the students in the school system or engage them in remedial/alternative education. In an effort to secure ongoing financial support for Project Recovery, a college football game, the Western Virginia Education Classic (WVEC), has been held annually since September 2000 to support the program.

Performance Measures:

Measure Title	FY 2016 Target	FY 2015 Target	FY 2014 Actual
Game successfully held each year	Yes	Yes	Yes

Seller/Owner: 7220 - Affiliations & Contributions